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ABSTRACT

This annotated bibliography describes 42 documents dealing with work force and workplace literacy. Annotations are provided for 17 how-to guides and assessment tools, 19 policy reports and research papers, and 6 surveys. The following are among the topics covered in the individual documents described: job-related literacy training, basic skills in the workplace, worker-centered learning, employer-provider training partnerships, the Comprehensive Adult Student Assessment System (CASAS), workplace literacy program development, global challenges and work force retraining, functional context education, evaluation of program effectiveness, the work force of the 21st century, competition in the new international economy, the school-to-work transition, the federal role in adult literacy, training for increased productivity, the new economy, provision of basic skills training for new employees, the literacy needs of job seekers, youth employment training programs, trends affecting manufacturers, and human resource trends. Each annotation includes a document summary, bibliographic data, an ordering address, and price information. (MN)

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Brief

Workforce & Workplace Literacy
No. 1 Rev. April 1993

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SELECTED REFERENCES

How-To Guides & Assessment Tools

1. **Workplace Basics Training Manual**, by Carnevale, Gainer, & Meltzer, American Society for Training and Development, 1990, 280 pages. The manual provides step-by-step guidelines for planning and implementing an effective workplace skills program. It deals with how to develop political support for programs within and outside of a company as well as basic training methodology. Available for $38.95 (plus shipping and handling) from Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104, (415)433-1767. (A companion book, **Workplace Basics: Essential Skills Employers Want**, 512 pages, analyzes what skills employers are looking for and need in the workforce of today and tomorrow. Also available from Jossey-Bass for $38.95.)

2. **Job-Related Literacy Training: Teaching Reading on the Job**, by Butruille, Philippi, and Petrini, American Society for Training and Development, 1989. Among other things, the guide deals with how to assess job-related reading skills, conduct job task analysis, develop a lesson format, and assess an organization's reading needs and resources. Includes detailed information on the processes and competencies commonly needed for job literacy in some 95 different occupations. Available for $10.00, plus $2.50 for shipping and handling, from ASTD Customer Service, 1640 King Street, Box 1443, Alexandria, VA 22314-2043, (703) 683-8129.

3. **Job-Related Basic Skills: A Guide for Planners of Employee Programs**, by the Business Council for Effective Literacy, 1987, 45 pages. The guide gives step-by-step guidelines for planning and implementing an effective job-related basic skills program for employees. Three major sections cover general principles to guide workplace efforts, specifics on developing and operating a program, and special issues to consider. To illustrate the application of procedures and principles, 14 programs are profiled. Available for $20 prepaid from BCEL, 1221 Avenue of the Americas - 35th Floor, New York, NY 10020, (212)512-2412.

4. **The Bottom Line: Basic Skills in the Workplace**, a joint publication of the U.S. Departments of Labor and Education, 1988, 50 pages. Provides analysis and discussion of the workplace basic skills problem and gives detailed guidelines on how to develop a good workplace program. Charts are presented on how to perform a literacy audit and evaluate workplace literacy programs. Numerous programs are profiled to illustrate the application of procedures and principles. Available for $3.25 from the Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. To order by telephone (charge or GPO deposit accounts), call (202) 783-3238. Specify Stock # 029-000-00424-2.

5. **Worker-Centered Learning: A Union Guide to Workplace Literacy**, AFL-CIO, 1990, 130 pages. The first section of the guide examines definitions of literacy and the status and role of workplace literacy today. The second section lays out a nine-step plan to follow in designing worker-centered basic skills programs, giving examples of current union efforts. Copies are available for $5.50 each from the Human Resources Development Institute,

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AFL-CIO, 815 Fifteenth Street NW, Room 938, Washington, DC 20006, (202) 783-5571. (Make checks payable to the Human Resources Development Institute.)

6. **Training Partnerships: Linking Employers and Providers**, by Anthony Carnevale, Leila Gainer, Janice Villet, and Shari Holland, reports on a study conducted by the American Society for Training and Development and the U.S. Department of Labor on the use of outside providers of training. It identifies provider groups and systems, examines how employers interact with them, and gives guidance to employers on how to make informed decisions when buying outside training help. Single copies are available free from ASTD Customer Service, 1640 King Street, Box 1443, Alexandria, VA 22314-2043, (703) 683-8129.

7. **The ETS Tests of Applied Literacy Skills** were released in late 1990 by the Educational Testing Service and are suitable for both general and workforce/workplace settings. The tests draw on experience gained in the NAEP assessment of 21- 25 year olds. They are designed for pre-testing and post-testing and measure both proficiency and progress in general and workplace literacy settings. They assess functional skills that adults use in everyday life and work—in prose, document, and quantitative literacy—and are free of all grade-level comparisons. There are no multiple choice questions; instead, the test takers write short answers or underline or circle information. The *Prose Literacy* test measures the ability to read and interpret materials such as newspaper articles and books. The *Document Literacy* test measures the ability to use information from maps, charts, forms, and the like. The *Quantitative Literacy* test measures the ability to use arithmetical operations to interpret and use numeric information found in such materials as sales ads. Each test in the series can be given in 40 minutes and scored in five minutes by clerical-level staff. The tests are available in two forms and various configurations in each of the three test areas. Also available is an *Administration and Scoring Manual* and a *Technical Manual*. Contact the Order Department, Simon & Schuster Workplace Resources, 200 Old Tappan Road, Old Tappan, NJ 07675, (800) 223-2336, or, for new accounts, (800) 233-2348.

8. **The ETS Applied Skills Series** (1992) is a "functional context" program of workbooks designed to improve adult skills in the prose, document, and quantitative literacy areas around which the ETS Tests of Adult Literacy Skills (see #7 above) are built. The workbooks—*Reading Skills for Life and Work*, *Document Skills for Life and Work*, and *Number Skills for Life and Work*—are available for $5.25 each from the Order Department, Simon & Schuster Workplace Resources, 200 Old Tappan Road, Old Tappan, NJ 07675, (800) 223-2336.

9. The **Comprehensive Adult Student Assessment System** (CASAS) is an assessment and curriculum management system keyed to functional life skills. It originally was established for use in California in 1982 by a consortium of agencies of the Foundation for Educational Achievement. Today CASAS is being used nationwide by a range of adult education providers and training organizations. The assessment instruments are drawn from a bank of 5,000 validated items, which are geared to specific tasks and are ranked along a continuum of difficulty levels. The system tests students independently of comparison with others, but has been normed to adult groups and can be used to make adult comparisons across programs. Proficiency levels are established by ranking test scores along a numeric scale rather than with grade-level equivalents. The system includes pre- and post-tests, a Competency List, a Curriculum Index and Matrix, and training and implementation materials. (Training by CASAS is required before its assessment tools can be used.) It provides for placement, diagnosis, monitoring progress, and certifying proficiency. The CASAS system can accommodate a variety of adult learning needs. For example, its *Employability Competency System* is customized for workplace, JOBS, and JTPA programs. For more information on the CASAS system and how to purchase it, contact Leslie Iverson, Coordinator, National Diffusion Network Project, CASAS, 2725 Congress Street, Suite #1-M, San Diego, CA 92110-2747, (619) 298-4681, ext. 323.

10. **The CASAS Curriculum Materials Guide**, 1992 Edition, correlates commercially published instructional materials with the CASAS life skills competencies (see #9 above). It contains lists of the competencies and the instructional programs that

give significant coverage to these skills, and the materials and skills are cross-referenced in a way that identifies the exact pages on which the specific skills are taught. Available for $18 from CASAS (CASAS training is not a prerequisite to purchase of the Guide), 2725 Congress Street, Suite #1-M, San Diego, CA 92110-2747, (619) 298-4681.

11. **Literacy at Work: the Workbook for Program Developers** (1991) is a workplace skills program training manual written by Jorie Philippi of Performance Plus Learning Consultants. It is designed to help businesses help themselves in developing effective workplace skills programs. Performance Plus also offers training seminars and workshops to help literacy professionals and corporate personnel better understand the functional context approach and to learn to use the manual to implement programs. The manual is $200 from the Order Department, Simon & Schuster Workplace Resources, 200 Old Tappan Road, Old Tappan, NJ 07675, (800) 223-2336. For more information on Performance Plus' technical assistance services, contact Jorie Philippi, President, Performance Plus Learning Consultants, 7869 Godolphin Drive, Springfield, VA 22153, (703) 455-1735.

12. **Retraining the Workforce: Meeting the Global Challenge** (1993) is a video/print, train-the-trainer program that recreates for users the entire process of developing, implementing, and evaluating a job-linked workplace literacy program at an actual small manufacturing company in Dallas. The program was developed by the Dallas County Community College in Texas and Performance Plus Learning Consultants in Springfield, Virginia. Six print manuals parallel the videocassettes, providing how-to guidance and hands-on practice. They are *Marketing Workplace Literacy, Identifying Critical Job Tasks, Conducting Literacy Task Analyses, Designing Training Content, Implementing Assessment and Recruitment*, and *Measuring Program Effectiveness*. Interspersed in the six videos are interviews with Performance Plus' Jorie Philippi. The program is designed for business owners, human resource and training specialists, curriculum designers, and others with an interest in developing job-linked workplace literacy. It also would form an excellent base for a community college course. The video/print package is $495. A replacement set of the six training manuals is $60. (The program is supplemented by two optional *Facilitator's Guides*, one for a 16-hour nonacademic course at $85 and the other for a 48-hour academic course at $165.) For more information, contact Jennie Ball LeCroy, Center for Educational Telecommunications, Dallas County Community College District, 9596 Walnut Street, Dallas, TX 75243-2112, (214) 952-0332.

13. **Functional Context Education: Workshop Resource Notebook** contains materials used in a Functional Context Education Workshop developed by Thomas Sticht of Applied Behavioral and Cognitive Sciences, Inc. with Ford Foundation funding. The Notebook graphs statistical information about literacy, employability, and productivity in the U.S., provides background information about functional context education and how it may be applied to instructional programs for adults, and presents three case studies to help guide program developers. Available for $25 from the Institute for the Study of Adult Literacy, College of Education, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801-4756, (814) 863-3777.

14. **Workplace Literacy: Why? What? How?**, produced by Albany Educational Television in 1992, is a 35-minute videocassette that introduces literacy providers to workplace literacy issues and helps them understand how to develop and implement a workplace program. The video contains interviews with many leaders in the field (including Jorie Philippi, Larry Mikulecky, and Tony Sarmiento) and visits a number of businesses in New York State with workplace programs, giving viewers the opportunity to learn from their first-hand experiences. Available for $30 from the City School District of Albany, Albany Educational TV, 27 Western Avenue, Albany, NY 12203, (518) 465-4741. (Make checks payable to the City School District of Albany.)

15. **Back to Basics: Literacy at Work** is a 31-page special issue, dated July 21, 1992, of the Employee Relations and Human Resources Bulletin put out periodically by the Bureau of Business Practice. Presented in six chapters, the report is a call to arms for increased business involvement in literacy. It provides a detailed introduction to workforce literacy issues, needs assessment, and program design, and contains case studies of work-

place literacy programs at large corporations and small businesses. Available for $10.95 from the Bureau of Business Practice, 24 Rope Ferry Road, Waterford, CT 06186, (203) 442-4365.

16. **Workplace Literacy: Reshaping the American Workforce** is a 1992 publication of the U.S. Department of Education (DOE). The 93-page report reviews the goals and accomplishments of the DOE's National Workplace Literacy Program (NWLP) in its first three years of operation, which included grant awards totaling $41 million to 149 business-education partnerships. More importantly, it analyzes and assesses what has been learned from the experience, makes recommendations for enhancing workplace program effectiveness, and gives a number of practical suggestions for future NWLP applicants. The publication is designed to disseminate information and help point the way for businesses, labor organizations, and educational institutions that may recognize the need for worker skills upgrading but are unsure of how to proceed. Available without cost from the Clearinghouse of Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, (202) 205-9996.

17. **How Do You Know If It's Working? Evaluating the Effectiveness of Workplace Literacy Programs**, by Jorie Philippi, is a 13-page paper which explains why careful evaluation of workplace literacy programs is so important and describes strategies available for assessing effectiveness. **A Summary of Legal Considerations Concerning Literacy Testing in the Workplace**, also authored by Philippi, considers the implications of the Civil Rights Act of 1991 and the American Disabilities Act of 1992. Both of these 1992 papers are available free from the Clearinghouse of Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, (202) 205-9996.

Policy & Research Reports

1. **An Annotated Bibliography of Research on Basic Skills in the Workforce and Related Issues**, Southport Institute for Policy Analysis, August 1990, 91 pages. Available for $25 prepaid from the Southport Institute, 820 First Street NE, Suite 460, Washington, DC 20002, (202) 682-4100.

2. **Workforce 2000: Work and Workers for the 21st Century**, by William Johnston & Arnold Packer of the Hudson Institute for the U.S. Department of Labor, 1988. A groundbreaking report on the changing demographics of the American workforce and implications for workforce skills upgrading. Available for $4.25 from the Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. To order by telephone (charge or GPO deposit accounts), call (202) 783-3238. Specify Stock # 029-014-00240-2.

3. **WORKER TRAINING: Competing in the New International Economy**, Office of Technology Assessment, U.S. Congress, September 1990, 282 pages. A comprehensive study for the Senate Labor and Human Resources Committee, the House Committee on Education and Labor, and the Senate Finance Committee. Prepared under the guidance of a national advisory panel of corporate, union, government, research, and military leaders. Examines U.S. worker training and retraining needs in an international context and in terms of what it will take to maintain the American standard of living and remain globally competitive. It analyzes the forces that shape training today, the extent of U.S. employer-provided training compared to our major competitors, and trends in instructional technology and its use in training programs. The report offers 16 policy options to Congress which are designed to broaden and deepen employer and employee commitments to training. The report's focus is on skills upgrading for already-employed workers because this will have the greatest competitive impact in the near and medium term. Available for $12 from the Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. To order by telephone (charge or GPO deposit accounts), call (202) 783-3238. Specify Stock # 052-003-01214-6.

4. **America's Choice: High Skills or Low Wages**, Commission on the Skills of the American Workforce, 1990. A major focus of the report is on vestibule programs and action needed to address the skills and training needs of young people in transition from school to work. Available for $19.95 prepaid (discount price on 10 copies or

more of $16.95 each) from the National Center on Education & the Economy, 39 State Street, Rochester, NY 14614, (716) 546-7620. A two-volume publication (1992) of background papers to the study, entitled **America's Choice: High Skills or Low Wages—Supporting Documents**, is also available as a unit for $45 prepaid from NCEE at the same address. *Volume I, International Research*, highlights demographic, economic, and other attributes of the six nations included in the study. *Volume II, Industry Research*, examines nine industries in the U.S. (manufacturing, retailing, business service, personal/professional services, health care, public administration, construction, transportation, and financial services) and looks at representative businesses in each.

5. **From School to Work, a Policy Information Report from the Educational Testing Service**, focuses on the transition to work of non-college bound high school students. The report notes that while other developed countries have institutional systems for helping young people make the school-to-work transition, the U.S. does not. It explores differences in skills and attitudes required for success in school and on the job and stresses the need for better communication between educators and employers to smooth the transition. Available for $3.50 prepaid from the Policy Information Center, Educational Testing Service, Rosedale Road - Room 04-R, Princeton, NJ 08541-0001. (Make checks payable to the Educational Testing Service.)

6. **Training: The Competitive Edge**, by Jerome Rosow and Robert Zager of the Work in America Institute, 1989, is a report on a long-term national investigation of corporate training and development programs. Effective and innovative programs are presented, with an emphasis on those for "mid-literate" workers. The book is filled with information on strategies and guidelines for redirecting corporate training programs to meet the changing requirements of jobs and new technology. Available for $30.95 (plus shipping and handling) from Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104, (415) 433-1767.

7. **JUMP START: The Federal Role in Adult Literacy**, by Forrest Chisman, Southport Institute for Policy Analysis, 1989. A major conclusion of this report is that the national literacy effort should have a major focus on basic skills for the currently employed. Available for $10 a copy from the Southport Institute, 820 First Street NE, Suite 460, Washington, DC 20002, (202) 682-4100.

8. **Leadership for Literacy: The Agenda for the 1990s**, by Forrest Chisman and Associates, 1990. This publication is a combination of background papers prepared for JUMP START plus new material. It provides detailed analysis of the current status of general and workforce literacy in the nation with reference to political, institutional, and intellectual forces. It sets forth a national agenda for overcoming present barriers to skills upgrading in the workforce, with recommendations for employers and other responsible groups. Available for $28.95 (plus shipping and handling) from Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104, (415) 433-1767.

9. **Workforce/Workplace Literacy Packet** includes a selection of national newsletters put out by the Business Council for Effective Literacy, collected newspaper and magazine articles on aspects of workplace/workforce literacy, an annotated workplace/workforce bibliography, a BCEL reprint of the 1988 Business Week feature called "HUMAN CAPITAL: The Decline of America's Workforce," and other reprints and resource materials. Available for $20 prepaid from BCEL, 1221 Avenue of the Americas - 35th Floor, New York, NY 10020.

10. **Made in America: Regaining the Productive Edge**, by the MIT Commission on Industrial Productivity (Dertouzzos, Lester, Solow, 1989), is based on two years of detailed examination of eight manufacturing industries, hundreds of interviews and visits to firms in three continents, and testimony of chief executive officers and labor leaders. It analyzes the factors which led to declines in U.S. industrial performance, concludes that rigidity in organizational patterns and attitudes are at the root of America's productivity problem, and recommends solutions. Manufacturing groups at the center of the study are the automobile, chemical, commercial aircraft, consumer electronics, machine tool, semiconductor/computer/copier, steel, and textile industries. Among other things, the study looks at technological weaknesses in development and

production, neglect of human resources, failures of cooperation, the cross-purpose behavior of government and industry, emerging patterns of best industrial practice, the role of universities, imperatives for a more productive America, and strategies for industry, labor, and government. Available for $24.95, plus $2.75 postage and handling, from MIT Press, 55 Hayward Street, Cambridge, MA 02142, (800) 356-0343.

11. **America and the New Economy**, by Anthony Carnevale of the American Society for Training and Development, 1991. Based on five years of applied research in the world of work, the study discusses the forces that are shaping the "new economy," and the corresponding new skills and higher levels of literacy that will be required of American workers. The report emphasizes that investment in employee training pays off in increased productivity, and it calls for a much greater commitment on the part of employers to training workers at all levels. Available for $30, plus $2.25 for shipping and handling, from ASTD Customer Service, 1640 King Street, Box 1443, Alexandria, VA 22314-2043, (703) 683-8129.

12. **A Review of the National Workplace Literacy Program**, carried out by Pelavin Associates, Inc. for the U.S. Department of Education (DOE), May 1991, looks at 37 programs funded under the DOE's first year of national workplace literacy grants in 1988. It identifies major characteristics shared by effective workplace programs and makes recommendations to improve and guide future grantmaking under the ongoing federal program. In conducting its review, Pelavin made site visits to six of the programs (including large and small businesses), which are profiled in the report. For a free copy, contact the Clearinghouse for Adult Education and Literacy, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-7240, (202) 205-9996.

13. **States and Communities on the Move: Policy Initiatives to Create a World-Class Workforce** is a 1991 publication from the William T. Grant Foundation Commission on Youth and America's Future (now called the American Youth Policy Forum) and 13 other national organizations. It reviews several dozen policy initiatives, primarily at the state level, that are being undertaken to prepare young people for high-skills, high-performance jobs in America. It covers such ground as the establishment of HRD planning bodies, school-to-work transition programs, apprenticeship and community service programs, promising business-education collaborations, and creative funding mechanisms. By documenting some of the innovative work already being done in these areas, the report aims to challenge the imagination and thinking of legislators, policy officials, and everyone concerned about building a world-class workforce. The report argues that school reform alone will not achieve the level of national competence and economic competitiveness required, but that nothing less than the fundamental reform of the entire education system is needed. In the programs highlighted in the publication, the authors see the seeds of that reform. Available for $5 prepaid from the American Youth Policy Forum, 1001 Connecticut Avenue NW, Suite 301, Washington, DC 20036-5541, (202) 775-9731.

14. **Vestibule Training: Basic Skills for New Hires** (1991), **Meeting the Challenge of Change: Basic Skills for a Competitive Workforce** (1992), and **Moving Ahead: Basic Skills for Career Advancement** (1993) are the products of a three-year research project of the Work in America Institute. The purpose of the project, "Job-Linked Literacy: Innovative Strategies at Work," was to identify exemplary models and principles and widely disseminate the findings. **Vestibule Training** gives an overview of the value of job-linked literacy training in general and vestibule programs (a combination of basic skills and job skill training for entering employees) in particular, and presents five case studies of workplace programs using this approach. **Meeting the Challenge** analyzes the need for workforce skills upgrading as a central factor in remaining internationally competitive. To illustrate its points and conclusions, case studies are presented of programs in place at six companies, all experiencing technological and organizational change. **Moving Ahead** is built around five case studies by Jorie Philippi, Thomas Sticht, Sara Freedman, and Dolores Perin which focus on the effectiveness of job-linked literacy programs as a means of opening up avenues to career advancement (broadly defined to include "monetary rewards, career development, and employment security" as well as promotions). The reports offer

major recommendations for public policy developers, program managers and designers, and the corporate community. Available for $95 each from the Work in America Institute, 700 White Plains Road, Scarsdale, NY 10583, (914) 472-9600.

15. **Enhancing Skills for a Competitive World** (1992) is a report on the work of the Action Team on Lifelong Learning of the National Governors' Association. The publication describes initiatives in 11 states designed to improve educational delivery systems, career development, workplace education, and higher education. Available for $18.95 prepaid from NGA Publications, PO Box421, Annapolis Junction, MD 20701, (202) 624-5500. (Make checks payable to the National Governors' Association.)

16. **LEARNING A LIVING: A Blueprint for High Performance** (1992) is the final report of the Department of Labor/Secretary's Commission for Achieving the Necessary Skills (SCANS), which has worked to bring about a high-performance economy—characterized by high skills, high wages, and full employment. The SCANS blueprint is for formal schooling as well as learning that takes place over a lifetime through employers and work-based education to help ensure that students coming out of school are competent to fill high-wage, high-skills jobs and will have advancement prospects throughout their productive lives. The report defines the "know how" necessary for a high-performance workplace in terms of five employee competencies (which depend upon having solid basic skills, critical thinking skills, and an array of personal qualities such as a sense of individual responsibility). The defined competencies would serve as the basis of a national system for assessment, instruction, and certification. The report also makes specific recommendations built around the SCANS workplace competencies for secondary schools and teachers, employers, and other educational providers and training organizations, and cites a number of SCANS projects that are under way. The full report is available for $6.50, or a 36-page summary for $2.50, from the Superintendent of Documents, PO Box 371954, Pittsburgh, PA 15250-7954. Two supplements are also available from the same address: *Skills and Tasks for Jobs* ($27), a 535-page resource for use in developing the SCANS curriculum; and *Teaching the SCANS Competencies* ($11), which provides expanded definitions for each of the five competencies. [A 28-minute videotape about the SCANS effort, *Second to None*, is $45 from the National Audiovisual Center, 8700 Edgeworth Drive, Capitol Heights, MD 20743-3701, (301) 763-1896.]

17. **Learning Work: Breaking the Mold in Youth Employment Training Programs** (1993), by Alexandra Weinbaum, Vernay Mitchell, and Ruth Weinstock, reports on a demonstration project conducted by the Academy for Educational Development for the New York City Departmentof Employment. In the project, the Academy worked with seven youth programs to broaden the scope of their training, to incorporate basic skills, and to develop an integrated functional context approach. The report makes eight recommendations including training staff to investigate the local companies at which they hope to place their students and developing more comprehensive and accurate assessment instruments. Available for $8 from Academy for Educational Development, 1255 23rd Street NW, Washington, DC 20037, (202) 862-1900.

18. **Beyond the School Doors: The Literacy Needs of Job Seekers Served by the U.S. Department of Labor** was released in 1992. It reports the findings of a study conducted by the Educational Testing Service, under contract to the U.S. Department of Labor, to determine the literacy skills of persons being served by the Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI) programs. [Note: This survey should not be confused with ETS' National Adult Literacy Survey (NALS) which is presently assessing the literacy levels of the whole adult population and which is a project of the U.S. Department of Education.] A representative sampling of some 6,000 of the 20 million plus adults participating in the JTPA and ES/UI programs indicates that these two DOL population groups, which constitute a significant proportion of America's job seekers, are deficient in their literacy skills to an alarming, indeed shocking, degree. For example, some 7.5 to 8.7 million (of the 20 million plus) are at the lowest proficiency levels, which means that they are severely restricted from participating in the workplace, qualifying for jobs, or functioning in an increasingly complex society in general. A bottom-line message of the report is that there is a critical need for the nation to invest in

human capital development way beyond anything currently envisioned. In carrying out its assessment, ETS measured the functional skills of adults in prose, document, and quantitative literacy (see #7 under *How-To Guides and Assessment Tools*) and reported their findings in terms of proficiency levels rather than making grade-level comparisons. Available for $5 prepaid from the Center for the Assessment of Educational Progress (CAEP), Educational Testing Service, MS-05P, Rosedale Road, Princeton, NJ 08541. The ETS technical report, titled **Profiling the Literacy Proficiencies of JTPA and ES/UI Populations**, is also available from CAEP for $5 prepaid. An order for both publications is $7.50.

~~16.~~ **The Promise of JOBS** is a 1992 report from the Southport Institute for Policy Analysis in which the findings of its two-year study of the implementation of the federal JOBS program is presented. The study was based on a literature review, interviews with national welfare and adult education experts, in-depth case studies in five states (Arkansas, California, Connecticut, Indiana, and Kansas), and a national mail survey of state officials in all 50 states and the District of Columbia. The report identifies achievements and problems in the ways in which states have so far implemented the JOBS program, finding reason to be both encouraged and alarmed about the likely future success of JOBS. Among its many conclusions are that: (a) *the JOBS program cannot possibly succeed without a strong basic education program*, (b) *the major reason that JOBS basic education is deficient...is that states and federal government have been unwilling to face up to problems of inadequate funding systems, uncertain goals, and poor coordination*, and (c) *the JOBS program has imposed heavy burdens on existing sources of adult education funding and service systems. Most of the funding for JOBS basic education comes from adult education budgets, rather than from the JOBS program.* Numerous recommendations are given for overcoming the present problems in JOBS. Available for $17.95 prepaid from the Southport Institute, 820 First Street NE, Suite 460, Washington, DC 20002, (202) 682-4100. [Note: A related publication, **"It's Not Like They Say": Welfare Recipients Talk About Welfare, Work and Education**, is also available for $20. Both publications, ordered together, are $30.]

Surveys

1. **America's Work Force in the 1990s: Trends Affecting Manufacturers**, by Jerry Jasinowsky, is a 13-page publication from the National Association of Manufacturers (1990). (See also # 4 and 6 below.) It examines trends identified in the Hudson Institute's Workforce 2000 in terms of their implications for manufacturers. Among other recommendations are that manufacturers need to invest more in workforce training and increase employee involvement in workplace decisions. Copies are $5 each from Publications, National Association of Manufacturers, 1331 Pennsylvania Avenue NW, Suite 1500 North, Washington, DC 20004, (800) 637-3005 or (202) 637-3086.

2. **Literacy in the Work Force** (#947), by Leonard Lund and E. Patrick McGuire, 1990, is a 22-page publication from The Conference Board based on a mail survey of 1600 manufacturing and service firms. Among the findings are that most companies do not test for literacy or math skills, most are concerned about illiteracy among their workers and expect the problem to get worse, and most have no in-house programs to address worker skills needs. A major section of the publication profiles a sampling of present workplace programs and the particular features of each. Several goals, constituting a literacy agenda for the business community, are also set forth. Available to Board members (Associates) and educational groups (high schools, colleges, or college students) for $20 (otherwise $80) from The Conference Board, 845 Third Avenue, New York, NY 10022-6601, (212) 759-0900.

3. **1990 SHRM/CCH Survey: Workplace Literacy/ Basic Skills**, a survey report written by Claire Anderson and Betty Ricks and sponsored by Commerce Clearing House and the Society for Human Resource Managers, explores the extent of workplace illiteracy, the problems that arise from it, and what is being done to address it. Questionnaires were sent to a random sampling of SHRM members. The 1328 responses came from human resource personnel in companies ranging in size from fewer than 50 employees to more than 10,000. Among the survey's findings are that 92 percent of businesses now employ workers who lack solid basic skills and 70 percent of companies having such employees do not provide basic skills

training. Available at no charge (up to 10 copies) from Commerce Clearing House, 4025 West Peterson Avenue, Chicago, IL 60646, (312) 583-8500.

4. **Workforce 2000: Competing in a Seller's Market: Is Corporate America Prepared? A Survey Report on Corporate Responses to Demographic and Labor Force Trends**, prepared by Towers Perrin and the Hudson Institute (1990), gives the results of a survey about how well positioned businesses are to address the issues identified in the Institute's Workforce 2000. The findings are based on questionnaires returned by 645 businesses representing a wide range of types. The report contains a wealth of demographic information about the present and future workforce and discusses the resulting workforce problems that businesses will have to address. (See also #1 and 6.) Copies are available at no cost—while the supply lasts—from Towers Perrin, Attention: Joan Titus, 100 Summit Lake Drive, Valhalla, NY 10595, (800) 525-6741 or (914) 745-4000.

5. **The HRStrategies 1991-92 Survey of Human Resource Trends** reports on the responses of some 600 human resource managers on such issues as pay and benefits, pre-employment selection, and general planning (i.e. downsizing, redefining job responsibilities, quality improvement). One section of the survey, *Work Force 2000 Trends*, addresses basic skills deficiencies in the workplace and companies' strategies for dealing with them. Available for $25 from HRStrategies, PO Box 36778, Grosse Pointe, MI 48236, (313) 881-8885.

6. **Today's Dilemma, Tomorrow's Competitive Edge: Learning from the NAM/Towers Perrin Skills Gap Survey** reports the results of a 1991 survey in which member companies of the National Association of Manufacturers were asked about current and future labor shortages, workforce skills gaps, training, and their involvement with the public schools. [The NAM survey was designed so that at least some results could be compared with the broader Workforce 2000 survey (#4 above).] Findings show that the manufacturers are seriously affected by the skills deficiencies found in job candidates and in their current workforce. Available for $27 from Publications, NAM, 1331 Pennsylvania Avenue NW, Suite 1500 North, Washington, DC 20004-1703, (800) 637-3005 or (202) 637-3086.